DOCUMENT RESUME

ED 095 452 CG 009 091

AUTHOR Shaffer, Warren F.
TITLE Human Relations Program II: A Technical Report. Research Memorandum No. 101.
INSTITUTION Minnesota Univ., Minneapolis. Psycho-Educational Center.
PUB DATE [74]
NOTE 36p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Certification; *Educational Programs; *Guidelines; *Human Relations; Learning Experience; Program Descriptions; Self Evaluation; *Teacher Educators

ABSTRACT

In response to a state regulation calling for a Human Relations Training Program as part of the recertification of teachers, four guidelines were formulated. They are designed to help trainees to: (1) understand contributions and life styles of various racial, cultural, and economic groups in our society; (2) recognize and deal with dehumanizing biases, discrimination, and prejudice; (3) create learning environments which contribute to the self esteem of all persons and to positive interpersonal relations; and (4) respect human diversity and personal rights. This document offers an hour-by-hour description of the program which incorporates the guidelines into a single, reasonably cohesive package. The program was designed to effect cognitive changes in participants; it was, therefore, the effects of the program on trainees which were measured in pencil instruments, samples of which are included. (Author/CJ)

ED 095452

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Report to the State Department of Education, Special Education Section about the Human Relations Training Program

Warren F. Shaffer, Ph.D.
Associate Professor of Educational Psychology
University of Minnesota
Minneapolis

EDU 521 calls for a Human Relations Training Program for the recertification of teachers. The regulation leaves the specification of the program to the trainers and trainees but offers four guidelines for the definition of the program. The four guidelines are that the program should help trainees to:

1) Understand the contributions and life styles of the various racial, cultural and economic groups in our society,

2) Recognize and deal with dehumanizing biases, discrimination, and prejudice,

3) Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations,

4) Respect human diversity and personal rights.

The four guidelines thus call for cognitive changes in trainees, that is knowledge acquisition (1 and 2), for skills building (2 and 3) and for a change in attitudes (4). Each of these changes can be tested reliably using a paper and pencil instrument.

The greater difficulty in meeting the EDU 521 guidelines was in designing a program which would foster all of the changes required by the guidelines. The literature is not much help. The best review of "Human Relations Training" is Campbell and Dunnette (1968) but that review is restricted to studies of

"T group" training and the effect of training upon "performance of individuals in their organizational roles." The T-group experiences were not highly structured and it is not surprising that their long-term effect was limited. A far more highly structured program for developing skills is the program described by Carkhuff (1971). The program does seem to develop specific changes in interpersonal communication but gives little in the way of training for knowledge acquisition or attitude change.

It was therefore necessary to develop a training program which incorporated each of the state guidelines into a single, reasonably cohesive package. Since the program was essentially new, it was the program's effects on participants which was measured by the instruments rather than the individual performances of participants.

The Program

An hour-by-hour description of the program is attached as Appendix A. The first week of the program was offered at a retreat house. The program was introduced and the pre-test given. A series of communication exercises developed by Alan Anderson was used to give an experiential introduction to a modified Carkhuff training program in good interpersonal communication, to reinforce the message that skill-building was expected and to "break the ice." The cognitive component was introduced in the late afternoon of the first day with a low threat presentation on group dynamics which included role-playing and observation of the interpersonal dynamics of the role-played group.

A short cognitive introduction to the Carkhuff program was given on the second day and the group began structured practice sessions on dyadic interpersonal communication using the Carkhuff training program for communications skills. A group process exercise maintained the cognitive and skill building

component for group interpersonal skills and the first cognitive and attitude change session was given, a session on Sexism chosen because it was a fairly "soft" presentation. (Hovland, et al, 1957).

On Wednesday Role-played task groups and the Carkhuff program continued the skill-building aspects but the first of what was expected to be the "hard" presentations, a session on the handicapped was scheduled. The session did raise some cognitive questions for the trainees but was not as "tough" as was expected.

The Modified Carkhuff program (6 hours) was completed on Thursday after a "tough" presentation on Gay Liberation but before a "soft" presentation on Chicano culture. Friday's programs on Black culture and Children's Rights were purposely less threatening than most trainees expected. During the informal discussion on Friday afternoon, the program leaders, Warren Shaffer and Renee Fredrickson, solicited feedback on the program and tried to deal with specific issues of concern to the participants. One particular concern was of sexism in the Special Education Section.

When the program reconvened on September 13 at the Special Education Office in St. Paul, proposals were drawn up for specific changes in staff communication and personnel procedures. These staff proposals were evaluated and planning for change was incorporated into the human relations program. Presentations designed to impart information and change attitudes were completed and refresher sessions on skill building for communication and process observation were built into the ongoing committee work of the section. A post-test was given and additional feedback on the training program ended the last session.

Instrument to Assess Change

A paper and pencil instrument was used for both the pre- and post-tests. It was designed to test for changes in attitude toward a variety of groups

which see themselves as special in some way, to assess the amount of information gained about those groups and the processes of communication and group functioning, and to assess the degree to which the trainees felt more self-assured in a variety of interpersonal situations because of the training. The assumption throughout the training was that the "learning environment" was actually the communications environment of the section and of the section with the people of the State of Minnesota.

A copy of the instrument is attached as Appendix B. The subscales of the instrument are described below with the items which define the subscales. Scoring is reversed for those items marked with a minus sign.

1) Attitude toward socioeconomic status (ASE)

Measuring attitudes toward the range of socioeconomic groups

Items 1, 16, 19, 23, 34, 62, 67

2) Attitude towards Life Style (ALS)

Measuring attitudes toward gay people, single people, and those whose living arrangements or dress are outside the societal norm.

Items 2, 4, 7, 10, 17, 41, 49, 61, 68, -71

3) Attitude toward Interpersonal Relations (AIR)

Measuring attitudes having to do with how close, honest and involved with each other people should be.

Items -3, -5, 13, -26, 27, -35, 38, -39, 40, 48, -50, 56, 57

4) Attitude toward Sexism (ASX)

Measuring attitudes about the limitations of women's roles.

Items -6, 8, 14, 18, 29, 32, 37, 42, 45, 46, 47, 51, 54, 59, 66

5) Attitude toward Race (ARA)

Measuring attitudes about the role limitations imposed because of the person's race.

Items -9, 11, 12, 20, 22, 31, -33, 36, 44, 53, 55, 58

6) Attitude toward Religion (ARL)

Measuring attitudes about the expression of religious preference or lack of religious belief.

Items 13, -21, 25, 28, 30, 43, 52, 60, 63, 64, 65, 69, -70, -72

7) Carkhuff Scale (CAR)

Multiple choice responses to 25 statements made by a friend or co-worker. The trainee is asked to give the response which best reflects a "level 3" Carkhuff response, one which summarizes the surface affect and content of the statement

Items 73 through 97

8) Information about Communications Skills (ISK)

Questions about group process, decision-making, group observation, values clarification, and communication which produces good affect.

Items: The Carkhuff scale, items 72-97, 98 to 104, 106 to 112, 114 to 116, 120 to 124.

9) Information about "Minority" groups (IMI)

Questions about the History and culture of Blacks, Indians and Women, the only groups which submitted questions.

Items 105, 113, 117 to 119, 140 to 146.

10) The Attitude Scale (ATT)

A sum of the scale scores for AST, ALS, AIR, ASX, ARA, ARL.

Items 1 to 72

11) The Self Scale (SEL)

Questions about the trainees feelings of comfort in a variety of inter- and intra-personal situations.

Items 125 to 139

12) The Total Scale (TOTAL)

All 146 items which were scored for the other scales.

Results of the Training

The means and standard deviations of the subscales for the pre- and post-tests, the reliabilities of the scales (including the total instrument) and the probabilities that the differences between pre- and post-test scores are due to chance are given in Table 1.

Table 1

Human Relations Training for the State Department of Education, Special Education Section, N = 17

Variable	Pre-Test Mean & SD	Pre-test R.	Post-Test Mean and SD	Post-Test R.	2 tailed t Test prob.
ASE	22.53 3.50	.390	24.94 3.08	.395	.034
ALS	32.41 7.87	.869	36.44 8.65	.906	.079
AIR	45.18 6.88	.744	49.70 5.62	.586	.019
ASX	51.74 8.56	.786	58.82 9.52	.879	.027
ARA	37.94 5.87	.600	44.93 5.69	.666	.003
ARL	49.71 9.99	.848	54.00 9.68	.870	.153
TOTAL ATTITUDE	239.50 37.37	.947	268.89 34.40	.944	.016
CAR	5.94 3.30	.646	9.47 3.57	.638	.003
IMI	5.35 1.78	.243	6.82 1.42	.007	.001
ISK	19.00 5.48	.749	24.00 5.24	.720	.001
SEL	38.18 4.02	.437	41.80 5.02	.727	.000
TOTAL	301.95 42.06	.943	341.14 39.39	.942	.004

The overall reliability of the instrument was .94. The reliabilities of the subscales range from a high of .94 to a low of .007. Excepting the subscale IMI, all of the summary scales have reliabilities above .60 at the time of the post-test. The attitude subscales show changes in the desired direction, toward an acceptance of a wide variety of people. The changes are significant for Socioeconomic status (ASE), Interpersonal Relations (AIR), Sexism (ASX) and Race (ARA). The changes were not significant for Life Style (ALS) or for Religion (ARL). The total Attitude Scale showed a significant change in attitudes toward greater acceptance and felt closeness toward a variety of special groups. Trainees significantly increased their knowledge about group process and good communication and about the special "minority" groups (IMI and ISK). The low reliability of the IMI scale, however, raises questions about the sampling of knowledge about special groups. The trainees increased their skills in communication to a significant degree (CAR). They felt significantly more knowledgeable and more comfortable in a variety of situations calling for them to recognize and act upon their recognition of difficult inter- and intra-personal situations and situations in which prejudicial judgments were being made (SEL).

The changes induced by the program were significant (TOTAL) and the program was successful when judged by both the informal feedback from participants and the tested changes shown in the participants.

The following people are therefore recommended for recertification under EDU 521.

1. Anderson, R.

✓ Becker, M.

2. Bryan, D.

3. Burkhardt, R.

4. Crouse, L.

5. Dodge, G.

6. Ellictt, C.

7. Giles, P.

8. Groos, J.

9. Hayden, G.

10. Nelson, H.

11. Nolder, N.

12. Northcott, W.

13. Peltier, N.

14. Pierce, W.

15. Sorensen, M.

16. Sylvester, S.

17. Timmis, C.

✓ Wedl, R.

The post-tests for Marion Becker and Bob Wedl were received too late to be included in the sample group. Hand scoring of Bob's protocol indicates that the inclusion of those two protocols would have increased the group change scores.

References

Campbell, John P. and Dunnette, Marvin D. Effectiveness of T-group experiences in Managerial training and development. Psychological Bulletin, 1968, 70, 73-104.

Carkhuff, Robert R. The Development of Human Resources: Education, Psychology and Social Change. New York: Holt, Rinehart and Winston, 1971.

Hovland, Carl I. et al The Order of Presentation in Persuasion. New Haven: Yale University Press, 1957.

APPENDIX A

Human Relations Workshop, Part I
State Department of Education
Special Education Section

W. F. Shaffer
255 Burton

August 27-31

Monday, August 27

9:30 - 10:00	Introduction - Shaffer
10:00 - 11:00	Pre-Test
11:00 - 12:00	Communications Exercises - Shaffer
12:00 - 1:00	Lunch
1:00 - 2:30	Communications Exercises Completed - Shaffer
2:30 - 4:30	Introduction to Group Process - Shaffer

Tuesday, August 28

9:30 - 12:30	Introduction to the Carkhuff Program - Shaffer
12:30 - 1:00	Lunch
1:00 - 2:00	Group Process Exercise - Shaffer
2:00 - 5:00	Sexism Presentation - Joyce Wong and Renee Fredrickson

Wednesday, August 29

9:30 - 11:00	Task Groups - Introduction and Exercise
11:00 - 12:00	Carkhuff Program
12:00 - 1:00	Lunch
1:00 - 2:00	Carkhuff Program
2:00 - 5:00	Handicapped - Harry and Ruth Goddard

Thursday, August 30

9:00 - 12:00	Gay Liberation - Mike McConnell and Lena Hardin
12:00 - 1:00	Lunch
1:00 - 2:00	Carkhuff Program
2:00 - 5:00	Chicanos Presentation - Francisco Trejo

Friday, August 31

9:00 - 12:00	Blacks - Herb Exum and Sam Johnson
12:00 - 1:00	Lunch
1:00 - 2:30	Children's Rights - Judy Oakes
2:30 - 4:00	Informal Discussion

APPENDIX A (cont'd)

Human Relations Workshop, Pt. 2
State Department of Education
Special Education Section

W. F. Shaffer
255 Burton Hall
Univ. of Minn.

September 13 - October 10

Thursday, September 13, 1-5 p.m.

1-3	Staff proposals
3-5	Process observation of staff meeting

Friday, September 21, 1-5 p.m.

1-4	Anti-Semitism - Dora Zaidenweber
4-5	Staff proposals

Wednesday, September 26, 1-5 p.m.

1-3	Alternative Life Styles - Lois Fiedler
3-4:30	Refresher - Consensus Decision-Making
4:30-5	Staff proposals

Wednesday, October 3, 1-5 p.m. (Tentative)

1-4	American Indians - Clara Kidwell
4-5	Staff proposals

Wednesday, October 10, 1-5 p.m. (Tentative)

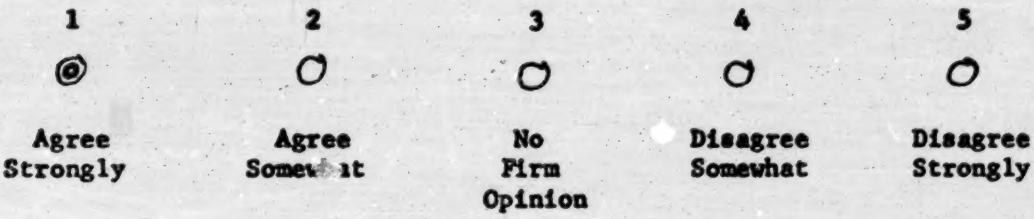
1-2:30	Process Observation of Staff Meeting
2:30-4	Post-test
4-5	Informal discussion and feedback

APPENDIX B

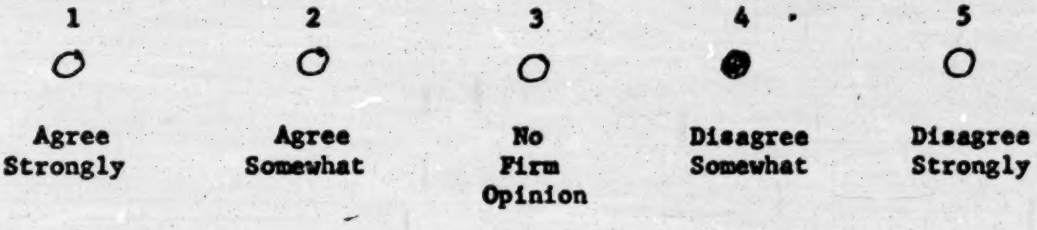
MINNESOTA SCHOOL PERSONNEL INVENTORY: REVISION II June, 1973

The purpose of the Minnesota School Personnel Inventory is to attempt to assess the ideas and feelings of school personnel in the state of Minnesota with regards to various aspects of their jobs and the people with whom they work. Scores are not looked at individually; therefore, we hope that you will answer each question in the way that you honestly feel.

DIRECTIONS: Read the first statement in the booklet and decide how you feel about it. If you agree strongly with the statement, blacken in the circle on your answer sheet that would indicate agree strongly as below:



The above key will apply to all of the statements: the space under the numeral "1" will always mean "Strongly Agree"; the space under the numeral "2" will always correspond with "Agree Somewhat." All of the meanings of the numbers will remain the same throughout the inventory. Therefore, if you read the second statement and decide that you disagree somewhat, although not strongly, blacken in the space under the numeral "4" as below:



Go through the entire inventory in the same manner responding to each statement individually.

There are 72 statements. If you answer quickly, it should not take much time, but remember to give your own opinion and to respond to every statement.

1	2	3	4	5
O	O	O	O	O
Agree Strongly	Agree Somewhat	No Firm Opinion	Disagree Somewhat	Disagree Strongly

1. Parents of poor families should be taught the values of cleanliness and neatness.
2. It would be difficult to work for a homosexual principal.
3. It is easy to deal with fellow teachers and keep relationships congenial.
4. Married people make the best principals.
5. I look forward happily to parents' open house days at school.
6. Boys need to take home economics courses as much as girls.
7. Known homosexuals should not be allowed to teach in schools.
8. More men should be hired as secretaries in the schools.
9. A principal from a racial minority group would find it hard to work with a predominantly white teaching staff in a school.
10. Good administrators are relatively conservative in their views, dress and general life style.
11. It is somewhat easier to deal with parents of my own race.
12. A non-white administrator would have difficulty getting enough respect from teachers and students.
13. Some religions are better than others at teaching their adherents about how to be good parents.
14. It is easier to work with teachers who are of the same sex.
15. Administrators have too much power over the classroom teacher.
16. Middle and upper class parents have a strong tendency to meddle in school affairs.
17. People with homosexual tendencies do not provide proper models for growing children.
18. I would rather talk with the father than the mother of my students.
19. I usually do not mix with school staff personnel such as office clerks, teacher aides, and custodians, on a social level.
20. It is easier to teach classes that are homogeneous with regards to race.
21. It is best to have many different religions represented on the teaching staff.
22. Teachers of different races are less apt to socialize after school hours.
23. I would rather visit the parents of a child of the lower socio-economic group.
24. I always enjoyed studying and learning when I was a student.
25. People from certain religions make better teachers than people from other religions.
26. As a teacher, I should try to find out as much as I can about each student, his/her personal life, family, type of friends, potential personal problem areas, etc.

1	2	3	4	5
O	O	O	O	O
Agree Strongly	Agree Somewhat	No Firm Opinion	Disagree Somewhat	Disagree Strongly

27. It makes the teaching role more difficult when a teacher becomes a personal confidant or friend of a student.

28. Outside of school, teachers tend to socialize with people of their own religion.

29. Many women are too emotional to make good principals.

30. It is easier to teach students from some particular religious groups.

31. Enforced integration of the schools is detrimental to the white student majority.

32. More changes result in a child's behavior when the school deals with the father than with the mother.

33. It is good for students to get exposure to teachers of many races.

34. Most poor families produce children that do as well as students from families that are adequately financed.

35. I can socialize easily with administrators in my school.

36. It is sometimes difficult to deal with a black custodian.

37. Men teachers can handle classroom discipline problems better.

38. It is sometimes difficult to get along with other teachers.

39. Communications between parents and teachers should be increased enormously.

40. It is difficult to get to know principals on any other than an authority basis.

41. Overt displays of affections, like hand-holding between students of the same sex is intolerable in school.

42. A custodial job is too unfeminine for women.

43. People from certain religions make better administrators than do non-religious people.

44. Parents of certain races are harder to deal with.

45. The authority represented by a male figure makes it easier for a man to assume the responsibility of principalship than it is for a woman.

46. There is less reason for girls to take advanced mathematics courses than for boys.

47. In general, females are more understanding and patient teacher aides than are males.

48. I sometimes have difficulty communicating with the parents of my students.

49. Homosexual students should be given appropriate counseling to get them back to normal ways of operating.

50. I have congenial relationships with most of my students.

51. In general, men take teaching more seriously as a career than women do.

52. Some religious groups do not teach their members the value of a formal education.

1	2	3	4	5
O	O	O	O	O
Agree Strongly	Agree Somewhat	No Firm Opinion	Disagree Somewhat	Disagree Strongly

53. Students should not be given special consideration because of their race and the possible social deprivation associated with it.

54. Girls are generally smarter than boys in academic subjects requiring verbal skills.

55. Some races have better child rearing practices than others.

56. It is necessary to keep the custodian "buttered up."

57. It is difficult to get a teacher-aide to do what you want him/her to do.

58. It would be difficult to have a principal of some minority racial group that was not very prevalent in the cultural makeup of the community.

59. Mothers seem to care more about their children's welfare than do fathers.

60. Religious people generally make much better parents than people who do not participate in a formal religion.

61. Teachers should attempt to present to their students a moderate life style for emulation.

62. Students from poor families are usually more difficult to teach.

63. The religion of the parents is an important factor in the way a child behaves in the classroom.

64. It seems that many custodians come from a particular religious grouping.

65. Religion really makes no difference whatsoever in working with people such as custodians, office clerks, teacher aides, etc.

66. Male principals work better than female principals with predominantly female teaching staffs.

67. Parents of lower socioeconomic classes seem to care less about their children's welfare.

68. It would be unwise to allow a homosexual to work in a school setting as a teacher aide.

69. It is important for any administrator to be a God-fearing person.

70. Religion is of absolutely no importance in whether or not a person makes a good school administrator.

71. It is important that the teaching faculty of a school represent many life styles.

72. All religions probably produce good teachers in equal percentages.

APPENDIX B (cont'd)

Introduction and Instructions

The following excerpts involve a number of stimulus statements and in turn a number of responses to each statement. There are 25 stimulus statements by individuals with problems, and in response to each statement there are four possible responses. These individuals with problems are not people in a formal counseling relationship. They are simply people who sought the help of another person in a time of need.

Your task is to pick the best response for each of the 16 stimulus statements. You may simply circle the letter of the response you consider best for each of the 16 stimulus statements.

73. I don't know if I am right or wrong, feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful? She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be - the particular group I was with.

1. You know you have changed a lot. There are a lot of things you want to do but no longer can.
2. You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.
3. Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
4. So you have a social problem involving interpersonal difficulties with others.

74. I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

1. Hmm. Who are these other people?
2. So you find yourself raising a lot of questions about yourself - educationally, vocationally.
3. Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.
4. While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

75. Sometimes I question my adequacy of raising three boys, especially the baby, I call him the baby - well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school - breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

1. So you find yourself raising a lot of questions as to if what you are doing is right for your child.
2. Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise - where the child can gain some independence?

3. Could you tell me - have you talked to your husband about this?
4. While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going - not sure who you are.

76. It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting fulfillment I used to. It's not as enjoyable - for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

1. Perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.
2. What about your relationship with your husband, his role as father and companion?
3. You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.
4. What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage.

77. Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

1. They really make you angry. You wish you could handle them more effectively than you do.
2. Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.
3. Why do you feel these people are phony? What do they say to you?
4. Maybe society itself is at fault here - making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

78. They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

1. You really resent having to meet the goals other people set for you.
2. What do you mean by "it makes me sick"?
3. Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.
4. A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of - something about yourself in relation to these other people.

79. I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just - I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me - I'm not an understanding mother or something. Damn! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply! I just don't know what to do with her. Then she can be so nice and then, boy, she can be as ornery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

1. So you find yourself screaming and yelling at your daughter more frequently during the past three months.
2. Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.
3. While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"
4. While she makes you very angry, you really care what happens to her.

80. He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do - not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid - I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me - it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

1. It really angers you when you realize in how many ways he has taken advantage of you.
2. Tell me, what is your concept of a good marriage?
3. Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.
4. It makes you furious when you think of the one-sideness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.

81. I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I don't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous!

1. Sounds like you found someone who really matters to you.
2. Why do these kind of people accept you?
3. That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
4. Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

82. I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! It's great! It's so great I can't believe it's true - it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

1. Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
2. Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.

83. I'm so pleased with the kids. They are doing just marvelously. They have done so well in school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous!

1. It's a good feeling to have your kids settled once again.
2. Is it possible your kids were happy before, but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
3. Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

84. I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

1. It's a wonderful feeling when things are going well maritally.
2. It's really exciting to be alive again, to feel your body again, to be in love again.
3. Is your husband aware of these changes?
4. Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.

65. I'm so thrilled to have found a friend like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

1. Gratitude is a natural emotion.
2. This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
3. That's a good feeling.
4. Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

66. No response. (Moving about in chair.)

1. You can't really say all that you feel at this moment.
2. A penny for your thoughts.
3. Are you nervous? Maybe you haven't made the progress here we hoped for.
4. You just don't know what to say at this moment.

67. Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so - doggone it - I don't know what I'm going to do, but I know you can't help me. There just is no hope.

1. I have no reason to try and not help you. I have every reason to want to help you.
2. Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively.
3. It's disappointing and disillusioning to think you have made so little progress.
4. I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you, both of us?" Can we work something out?

68. Who do you think you are? You call yourself a friend. Damn, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying.
You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time.
I - uh - it makes me so goddamn mad!

1. You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
2. I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.

3. You are pretty displeased with what has been going on here.
4. All right, you are furious, but I wonder if it's all mine or is there something else eating you.

20. I feel so bad--I have no friends. Nobody likes me. All the other kids lunch together and play together. They always leave me out--as if they don't even care about me. Sometimes when I'm alone and all the other kids are together, I feel like crying. Why doesn't anyone like me? I try to be nice, but nothing seems to work. I guess there is nothing I can do.
1. Maybe you just have to accept things as they are.
2. What you should do is this. Pick out someone who might be a friend. Go up to him and eat lunch with him. And then ask him to play with you. Don't cry, don't give up.
3. You have tried making friends but nothing works. And now you feel so alone.
4. No matter what you do, nothing works. You even expect that it will be the same here with me.

21. It makes me so mad! Everybody is always telling me what to do and what not to do. When I'm at home, my parents tell me what is best for me. At school, it's the teacher. Even my friends bother me. Everybody pushes me around. Sometimes I feel like punching them all in the nose! They had just better leave me alone and let me do things the way I want to.
1. You get so angry when people don't let you do things the way you want to. You just aren't going to let them push you around any more. And I'd better watch my step too!
2. Everybody pushes you around so much you feel like letting them have it.
3. Don't get so mad. I think there is a time to take orders and a time to give orders. This is what I think you should learn.
4. Everybody gets pushed around sometime during their life.

01. I'm so excited and everything is going so great! I ran for president of my class and I won; I guess the other kids really like me. And today my teacher said I was one of the best students she had ever had; she makes me feel all warm inside. And next week, during spring vacation, I'm going to have a great time with my family. I'm so happy. It's unbelievable. Some people make me feel so good.
1. Did you say everything is going great? What do you mean--people make you feel so good? Make sure you work hard so it might stay this way.
2. You are getting along so well with everybody you can't believe it.
3. You feel so good inside when there are people you can be close to--you know there is something good in you and in them. I can feel it now with you.
4. This probably won't last long.

22. I just don't know what to do. I try very hard in school, but nothing seems to sink in. I guess I'm not very smart. Nobody seems to care that I try. What really hurts is when I see my parents bragging to others about how smart my brother is; they never even mention me--they even change the subject when I'm mentioned. Oh, I wish I could do better, but I can't! The smart kids are really lucky--everybody likes them because they are smart. Sometimes I even get mad at myself because I can't do any better.
1. You have tried so hard, nothing seems to work, and nobody seems to care.
2. You feel so sad because your efforts haven't paid off and because people close to you are ashamed of you. And now you think there is something ugly about you, and I might come to feel that way too.
3. Have you done anything to make your parents proud of you? I'm all for letting people suffer when they deserve it.
4. You probably need to work a little harder. Give your parents a reason to think you aren't dumb.

93. I get so angry in school! Everyone tells you what you have to learn, and they don't even care about what you are interested in. You are supposed to like whatever they want to teach you. And some of the stupid things they make you do just to get a good grade! I learn more than some kids who get all A's. For me school is a waste of time. The people there make me so mad that sometimes I want to tell them that I just don't care about all their stupid subjects. But I can't, because I'd get into trouble and that would make me even more angry. I could scream and blow the school up every time I see it.
    1. There are good and bad things about school. Make sure you know which is which. Try doing what your teachers want and maybe you'll get more chances to do what you want.
    2. Some people get into trouble more than others.
    3. You are mad! You're caught between expressing what you feel and being bored in school.
    4. It's like shouting in an empty room. No one can hear you.

94. Every day I get up at the crack of dawn and people wonder why. I do because I have a longing to learn about myself and the things around me. It's so exciting! Each moment I see or learn something new--caterpillars become butterflies, the sun is actually bigger than the earth, or my body is made of many tiny cells. I feel like I'm bubbling over with excitement. I want to learn and discover things all day long!
    1. You are full of excitement and you want to learn everything there is to learn.
    2. What about other things in your life? Are they as exciting? Are you also this excited when you are in school?
    3. Is that so? Are you on vacation now? What about the times when you didn't feel this way?
    4. Hey, you make me feel good inside! You are full of life and you want to see and feel it everywhere you go.

95. Whenever we divide up to choose sides to play, I'm always the last one picked. I'm so awkward, and I don't seem to play the way the others want me to. No one ever wants me on their side. It really makes me feel bad to be the last one left. When everybody is playing, I just lean against the nearest wall--sometimes I could cry; when I do I simply feel worse than ever--and all the other kids laugh at me then. I hate my body; why couldn't I have gotten a different one?
    1. Are there times when you aren't the last one chosen? If so, what are these times like? You probably try a little harder then, don't you?
    2. You hate how you look and everybody else does too. At times you feel so hopeless you could cry--you see nothing to do.
    3. There are other kids who feel just as you do.
    4. You are left out of all the fun and it's because of a body you wished you didn't have. If you were only just not you.

96. People get me so mad! Sometimes I feel like really letting them have it. That would at least make them stop making fun of the way I look. Just because I'm bigger than most kids my age, they call me names. The other kids call me "lardy" or "fatso." Sometimes my teacher says I'm a big bully. Even my dad and mom don't like the way I look; they kid me by saying "You'll grow out of it, we hope." Well, they just better watch out because I'll show them I can really be a bully if I want to. I'm not going to let them make fun of me and get away with it.
    1. Have you picked on kids smaller than you? Maybe you deserve being called names.
    2. Don't show them, don't be a bully. That will simply make more trouble. You are bigger, so try being nice so you don't scare the other kids.

3. They had better watch out, because you are big enough to let them have it, and you will if they push you too far.
4. You are big and strong, no one recognizes this, and even people close to you poke fun at you. You won't let them, or me either, make fun of you. Right?

97. I could just run and run and run. I feel so strong! In gym today, I beat everybody on the physical fitness test. At home I get my work done faster then anybody else. I'm so full of energy and I have so many ways to use it. I'm so happy and so strong I could work and play and never stop.
1. Keep working, eat well, sleep well, and listen to what your parents tell you.
2. It's not nice to brag so much.
3. Using all of your energy all day long makes you happy and strong.
4. At the same time you feel peaceful and excited inside; when you want energy, it is there to use. You can face everything knowing you will be even stronger and more alive tomorrow.

APPENDIX B (cont'd)

98. When groups attempt to reach a decision which will lead to action outside the group, the recommended decision-making process is:

1. Polling
2. Majority-minority vote
3. Consensus testing
4. Following the leader's agenda

99. Which of the following group member behaviors is a task function?

1. Harmonizing
2. Gatekeeping
3. Initiating
4. Standard setting

100. Using the Hill Interaction Matrix, if a group member shouted, "This group stinks!" he would be in

1. Quadrant 1, Assertive
2. Quadrant 2, Group
3. Quadrant 3, Personal
4. Quadrant 4, Confrontive

101. Supportive group climates (as opposed to defensive group climates) are characterized by statements which are labeled:

1. Neutrality
2. Description
3. Control
4. Strategy

102. Which of the following types of statements could be classified as "therapeutic work" on the Hill Interaction Matrix?

1. Responsive
2. Confrontive
3. Group
4. Assertive

Questions 103 and 104: Enter on your answer sheet, which kind of statement this represents:

103. "Listen Nancy, I always welcome your comments about my ideas, but I absolutely refuse to budge an inch from my idea--no matter what!"

1. task-initiative
2. task-question answered
3. maintenance-positive
4. maintenance-negative

104. "Listen group, time is flying, let's get an agenda going and stick to it."

1. task-initiative
2. task-question answered
3. maintenance-positive
4. maintenance-negative

105. Students from the lower socio-economic levels:

1. bring to the class a wide variety of personal experiences as a basis for learning.
2. often are judged as being seriously handicapped in language development when compared with those from higher socio-economic levels
3. often are judged as being less motivated in the learning situation than those from higher socio-economic levels.
4. all of the above

Questions 106, 107, 108: which <u>one</u> statement accurately describes the <u>feeling</u> of the speaker:

106.

1. Can't you see I'm busy? Don't you have eyes?
2. I'm beginning to resent your frequent interruptions.
3. You have no consideration for anybody else's feelings. You're completely selfish.

107.

1. If things don't improve around here, I'll look for a new job.
2. Did you ever hear of such a lousy place to work?
3. I'm afraid to admit that I need help with my work.

108.

1. I am a failure--I'll never amount to anything.
2. That teacher is awful--he didn't teach me anything.
3. I'm depressed because I did so poorly on that test.

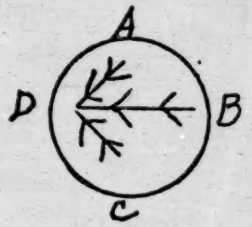
109. When a group leader talks about developing trust in a group, developing good feelings among the members, he's talking about the concept of:

1. effective task relationships
2. friendship-atmosphere
3. maintenance
4. multi-directional communication networks

110. Choose the option which indicates the teacher's best initial response:
Teacher: What makes you so restless today, John?
8 year old John: I'm sick of being shut up in rooms all day.
Teacher's possible responses:

1. Well, I think while you are in class for only this short time you could sit still.
2. You are just about "sat out" and you want to get through here so you you can run around.
3. If you'll be quiet Johnny, I'll tell you a story at the end of the hour.
4. If the rest of the class can sit still I think you should be able to also.

111. If a group communication network looked like this (see below), what could it indicate?



1. D is the secretary in a brain storming session.
2. D is a very powerful person to whom all address their comments.
3. There is little or no maintenance in this aspect of the interaction.
4. D has asked for feedback.
5. All of the above.

112. Values are:

1. a basis of a person's motivation.
2. positive attitudes.
3. beliefs based on experience.
4. moral judgments.
5. a and c

113. Which of the following could be an example of prejudice or cultural bias?

1. "I want all students in the class to write an essay about their experiences while on a family vacation."
2. "You have to remember not to be demanding on them because they are not as bright as the others."
3. "I don't want to teach there. The kids are all so hostile."
4. b & c
5. a, b, & c

114. The teacher can reply any one of several ways. Often they use one of the "roadblocks" to communication. Label the following roadblock: "There will be no more talking in class."

1. moralizing
2. commanding
3. diagnosing
4. evaluating

115. If, as a teacher, you wish to help students become aware of and clarify their own values, you should:

1. be willing to present yourself as a person with values of your own--e.g., to share them with students.
2. maintain a purely objective, laissez-faire attitude toward the transmission of values because no value system is right for everyone.
3. moralize
4. help students to consider whether their actions match their stated beliefs.
5. a and d

116. Which of the following is least value-laden?

1. Occasionally there comes a time when democratic group methods must be abandoned in order to solve a practical problem.
2. In the long run it is more important to use democratic methods than to achieve specific results by other means.
3. All school personnel should avoid conflict situations at all costs.
4. In a Minneapolis survey 60% of the teachers said that they believe that the schools are not handling minority children well.

117. A basic concept of tribal identity among American Indians is:

1. An innate hostility toward other tribes
2. Matrilineal descent lines
3. Extended family relationships
4. Ownership of private property

118. The major source of the relationship between Indians and the Bureau of of Indian Affairs is:

1. BIA education for all Indian Children
2. The idea that Indians are wards of the government
3. Payments of money to Indian people because of treaty obligations
4. The trust status of Indian land

119. The birth rate for Indians in the United States is:

1. The same as for the rest of the population
2. Higher than for any other segment of the population
3. Declining
4. Maintaining the status quo

True-False: Put a 1 on your answer sheet if the statement is true, a 2 if it is false.

120. A democratic vote is the most effective decision-making strategy when commitment to action is required.

121. In general, more time is required for a group to reach a decision than for a single individual to reach one.

122. In arriving at a decision or working on a task, emotional feelings should not be voiced because they interfere with the task at hand.

123. People, when given a choice, will tend to associate with those who think well of them and to avoid those who dislike them.

124. If a listener thinks he has understood what the speaker has said, he is probably right and should not take up time trying to clarify the message further.

Multiple Choice (Mark all correct answers)

125. The descriptions best applied to the concept of leadership in a group are

1. unique personality traits.
2. an aggressive, but sensitive personality.
3. the personal resources to accomplish the task.
4. friendliness.

126. In developing group productivity, emphasis should be placed on

1. cooperation.
2. competition.
3. the decision-making process.
4. communication process.
5. congeniality.

Self-Evaluation Items: For the following questions (127-141), use the answer sheet as a scale with these scale points:

1. None of the time
2. Some of the time
3. Much of the time
4. Most of the time
5. All of the time

INTERPERSONAL SKILLS (BETWEEN PEOPLE)

127. If I were confronted with a difficult interpersonal communication situation I feel I would lack the knowledge or information about concrete things that I could do to improve communications.

128. If I were confronted with a difficult interpersonal communications situation I feel I would have trouble putting into practice some of the communications skills which I know about.

INTRAPERSONAL SKILLS (VALUE CLARIFICATION)

129. I am able to communicate clearly and effectively to others my personal values, and the assumptions and prejudgments which frequently underlie and determine my own behavior.

130. I am able to assist others to clarify and share the values, assumptions and prejudgments which they believe are important and frequently determine their behavior.

131. I am able to clarify and share with others my perception of the values assumptions and prejudgments which appear to me to underlie and determine their behavior.

132. If I were faced with a situation in which values, assumptions, and prejudgments appear to play a central role in my dealings with another person, I would lack the skills to assist that person to clarify their values.

Self-Evaluation Items (cont'd.)

1. None of the time
2. Some of the time
3. Much of the time
4. Most of the time
5. All of the time

133. If I were in a situation in which I recognized that values, assumptions or prejudices play an important role in my interaction with another person, I feel I would know enough about or understand how to clarify and communicate these assumptions to another person.

GROUP FUNCTIONING (GROUP PROCESS)

134. In a group setting I have the skills to perform effectively in (specific) maintenance-oriented roles in order to enhance the functioning of the group.

135. When I am in a group setting I feel I do not know enough about or have enough information to decide what task-oriented role(s) I might plan in order to enhance the functioning of the group.

136. When I am in a group setting I am able to perform effectively (specific) task-oriented roles in order to enhance the functioning of the group.

137. When I am in a group setting I find that I do not know about what maintenance-oriented roles I might play in order to facilitate the functioning of the group.

STEREOTYPES/PREJUDICE

138. I find it difficult to identify instances of prejudice towards and stereotyping of minority groups, e.g. racism, sexism, etc.

139. I feel that I would be able to confront either persons or institutions when I become aware of instances of prejudice towards or stereotyping of minority groups, e.g. racism, sexism, authoritarianism, etc.

140. I feel that I am able to assist or participate in bringing about effective change in cases where I am aware of prejudice towards and/or stereotyping of minority groups, e.g. racism, sexism, etc.

141. I have personally a considerable wealth of knowledge, information, and intellectual (cognitive) understanding about the phenomenon and consequences of prejudice towards and stereotyping of minority groups, e.g. racism, sexism.

142. When the median annual income of women full-time workers is compared to the median annual income of men full-time workers, what percentage of the men's income do the women earn?

1. 40%
2. 10%
3. 60%
4. 25%

143. Which of these women ran for President of the United States 100 years ago?

1. Sybil Ludington
2. Lucretia Mott
3. Victoria Woodhull
4. Mercy Oates

144. In 1890 women's annual income as a percentage of men's income was approximately:

1. 30%
2. 50%
3. 25%
4. 60%

145. The African ontology relates primarily to man's sense of union with

1. his wife
2. his neighbors
3. nature
4. the universe

146. Chester Pierce, Cedric Clark and Alvin Poussant are all

1. TV stars
2. Black psychologists
3. recording artists
4. novelists

147. Psychological differences between races is most constructively attributed to

1. genetic makeup
2. cultural experience
3. economic background
4. early health care

148. Some degree of the classically poor communication between Blacks and Whites has been attributed to the fact that the bulk of Black cultural experience is recorded in:

1. old volumes in the South
2. the slave narrative
3. the oral tradition
4. Gone with the Wind

For the last four questions, please use the answer sheet as a scale. Please answer the first two questions (149 and 150) on Monday and all four questions on Friday.
For each question use this scale:

1. I hated having to take the course.

2. I disliked having to take the course.

3. I was indifferent.

4. I wanted to take the course (was getting what I wanted).

5. I really wanted to take the course very much, (was getting exactly what I wanted).

149. My attitude toward the course when I signed up was:
1 2 3 4 5

150. When I got the description of the course contained in the registration materials and the early Monday morning introductory statement I felt:
1 2 3 4 5

Questions 151 and 152 are answered on Friday as the course ends.

151. In the middle of the course (Wednesday noon) I felt:
1 2 3 4 5

152. Now, on Friday, my attitude toward the course is:
1 2 3 4 5